

2005 French

Advanced Higher – Reading and Translation

Finalised Marking Instructions

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments.

A General Procedure

- 1 Before marking proper begins, it is the responsibility of the marking team to fix appropriate standards. The marking process will therefore be divided into two stages: a **preliminary** stage which will be exploratory and aimed at establishing the standards to be applied, and the **marking** stage when scripts will be marked according to an agreed scheme, on the basis of photostat scripts.

- 2 **Preliminary Stage**

This covers the period from the time the markers receive their scripts and photocopies to the Markers' Meeting.

When you receive the first batches of scripts, you should read a sufficient number to feel you have a reasonable impression of the general level of the candidate's work, then mark **provisionally** and in pencil only, as many as you can before the Markers' Meeting with the purpose of testing how the Marking Instructions work in practice. While carrying out this provisional marking, any points which have not been covered by the key, and any other points which may help with the process of standardisation, should be entered on one of the copies of the Marking Key.

The photostat copies should also be marked and brought to the Markers' Meeting, where they will serve as a basis for comparison of standards and general discussion on marking.

- 3 **Markers' Meeting**

In discussion of these Instructions and the photostat scripts, you will have the opportunity of discussing any points of difficulty or any doubt on matters of procedure or marking. You should bring both copies of the Marking Instructions to the meeting, the one with the preliminary notes, the other for the insertion of any amendments made at the meeting. The second, revised copy should be used as the basis for the marking proper. The decisions made at the Markers' Meeting will be binding on markers, and the Marking Instructions, as revised, must be followed closely. Should any reservations occur to you during the course of marking proper, you should mention them in your report, but if the preliminary stage is carried out thoroughly, such reservations should be very infrequent.

You may also bring selected scripts with you to the Markers' Meeting if you have encountered any particular points of difficulty which may warrant the examination of complete scripts. However you must scrupulously observe the Scottish Qualification Authority's ruling that scripts may not be read or marked in public places or on public transport. In general, you must observe the highest standards of caution when carrying scripts about with you. (See Terms and Conditions of Employment of Markers on Form Ex51(a) sent with your letter of invitation to serve as a marker.)

4 **Marking Stage**

This covers the period from the Markers' Meeting until the final date for the return of scripts to the Authority. By that date all marked scripts, Mark Sheets and Reports should be returned to the Authority.

Marking should be carried out according to the scheme which follows, taking into account any modifications which may be decided on at the Markers' Meeting.

The mark for this Paper is out of 50.

In the case of serious doubt about an assessment, you must award a mark and then refer the piece of work to the Principal Assessor. To do this, write "PA Referral" underneath the "For Official Use" section on the front of the script and complete a Principal Assessor Referral form (copies of which are enclosed in your marker's pack). (Also see 'Entries on the Mark Sheets' sub-para 3). **Do not write the reasons on the script itself. Do not make an entry on the outside of the envelope.**

General criteria for marking

Translation:

The translation into English is allocated 20 marks. The text for translation will be divided into a number of sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translation into English. In assessing the candidate's performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown. The total number of marks gained will, where necessary, be converted to a score out of 20.

<i>Category</i>	<i>Mark</i>	<i>Description</i>
Good	2	Essential information and relevant details are understood and conveyed clearly and accurately, with appropriate use of English.
Satisfactory	1	Essential information is understood and conveyed clearly and comprehensibly, although some of the details may be translated in an imprecise or inaccurate manner. The key message is conveyed in spite of inaccuracies and weaknesses in the use of English.
Unsatisfactory	0	The candidate fails to demonstrate sufficient understanding of the essential information and relevant details. Errors may include mistranslation and/or the failure to translate relevant details.

B Detailed Marking Key

See attached sheets for detailed notes on each question.

2005 French Advanced Higher

Reading and Translation

1. (a) **What are we told about Mariem and Laurent and about their wedding arrangements?** 4
- Mariem a Moroccan and Laurent a Frenchman/an Isérois got married on 22 May 2001.
 - For their wedding announcement card they chose a picture of a caravan in the desert and one of the Isère mountains, the 2 images brought together by a blue sky.
 - They are proud of the fact that theirs was the first Franco-Moroccan wedding in their village.
 - And they set up a website for the occasion.
- (b) **What statistics relating to mixed marriages are given in paragraph 2 (lines 21 - 33), and why are they not totally accurate?** 3
- 30,000 mixed marriages were celebrated in France in 2001, i.e. more than one in ten.
 - The statistics are not totally accurate because they do not take into account marriages between children of second and third generation immigrants and French natives.
 - Because only the nationality, not the ethnic origin (or religion), of the couple is recorded in the marriage registers.
 - In 20 years the proportion of mixed marriages has doubled.
- Any 3
- (c) **“c’est sur le point de casser” (line 54) and “Notre histoire n’est faite que de séparations et de retrouvailles” (lines 64 - 66). What do these two phrases tell us about the relationship between Céline and Abdel?** 1
- Their relationship is breaking down after 4 years of constant separations and reconciliations.
2. (a) **What does the psycho-analyst Malek Chebel say about mixed marriages (lines 70 - 75)?** 2
- Mixed marriages can foster tolerance but can also accentuate differences between cultures/misunderstandings.
 - When the relationship goes wrong the shock can be even greater and more painful.
- (b) **What choices did Fatima have at the time of her marriage to a Frenchman, and what sort of husband would she have preferred?** 2
- She could marry a Muslim chosen by her parents (and become a housewife) or she could find a French husband of her own choice (both).
 - She would have preferred to meet an Algerian who shared her culture (and eating habits) but who also respected her freedom.

- (c) **Compare the attitudes of her new partner and those of her ex-husband as far as sensitivity to her culture is concerned.** 1
- Her husband took (a malicious) pleasure in eating pork in front of her whereas at least her new partner has agreed not to eat pork.
3. **According to Jocelyne Streiff-Fénard, what part does gender play in the divorce rate for mixed marriages?** 3
- Immigrant girls are more likely than boys to give in to parental pressure/to have parental pressure put on them.
 - Yet immigrant girls are more likely to be accepted by French families than boys, who are often seen as delinquents.
 - So marriages between French men and North African/Moroccan/*Maghrébin(e)* women are more likely to last than other marriages, (even French-French marriages).
4. (a) **Why does it seem surprising that Malika and Michel Alain have had such a successful relationship?** 1
- Before they met Malika frequented only people of Algerian origin, and Michel had never met an Arab.
- (b) **How important has religion been in their relationship?** 3
- (Before his marriage) Michel (had no religious beliefs and) discovered religion through Malika.
 - He converted to Islam initially to strengthen their relationship.
 - The couple had a religious marriage ceremony eight years ago (and a civil ceremony a year ago).
5. (a) **What comments about mixed marriages are made in the final paragraph by Jocelyne Streiff-Fénard, and to what extent do you think they are backed up in the rest of the article?** 5

She says French public opinion is in favour of mixed marriages and that people see them as a sign that French society is racially integrated, as well as being open, modern and emancipated.

We are told in paragraph 1 that France is seen as the champion of mixed marriages in Europe and that such marriages are viewed with surprise, admiration or curiosity, but some mayors are suspicious of them, even sometimes refusing to marry the couple because they see these marriages as being for convenience only. Paragraph 3 suggests that the French tend to marry people from the same social group and that families on both sides (*les familles respectives*) do not readily accept their children marrying people from a different culture. This is borne out by the other examples of mixed marriages mentioned in the article. Immigrant boys in particular have a bad reputation among French families and are not viewed favourably as husbands for their daughters. The final paragraph, however, does suggest that French society in general approves of mixed marriages. Isabelle and Leïla, both in mixed marriages, say that people are generally nice to them and that they have never encountered hostile looks. However there is not much evidence of such tolerance in the rest of the article, or to support the views expressed at the end by Jocelyne Streiff-Fénard. Maybe people approve of them in theory only.

- (b) **With close reference to the article as a whole, what role do you feel the wider family plays in the success or failure of mixed marriages?**

5

From the views expressed by the author and the sociologist and from the examples of mixed marriages given in the article, the family seems to play a crucial role in the outcome of mixed marriages. The author suggests in paragraph 3 that it is not easy for couples of different racial origins to get their families to accept their choice of spouse. And the sociologist quoted in paragraph 5 talks about family pressures on immigrant girls and French families' prejudices against immigrant boys. In the case of Céline and Abdel it is Abdel's family (i.e. the immigrant family) who refuse to accept Céline. To begin with they did not want to know her, now they are putting pressure on her to convert to Islam. They wanted their son to marry a Moroccan girl. As a result of this pressure their relationship seems on the point of breaking up, and she's afraid he will end up marrying a Muslim girl to please his parents. In Fatima's case it was the French family of her ex-husband who were intolerant and refused to accept her (although she also suggests her own family expected her to marry a Muslim) and forced her to get married in a church and to have her children baptised. Their relationship ended in divorce. There was family opposition also to Michel and Malika's relationship. Malika's mother refused to see her daughter for 2 years. They were reconciled after the birth of her children, but she admits that these tensions could have destroyed her relationship with Michel. Their marriage is now a happy one.

Credit should be given in 5a and 5b for well developed answers and for the candidate's own ideas appropriately backed up with reference to the text. It is not necessary to mention all of the above points to gain full marks in these two questions.

Please note that this year there are pegged marks for questions 5a and 5b: 5, 3 or 0.

These questions require the candidate to display appropriate inferencing skills. Points given above illustrate inferences which are clearly appropriate. Teachers/Lecturers should use their own professional judgement on the appropriacy of any other inference drawn by the candidate.

Five marks should be awarded for a clear, concise answer drawing inferences deemed to be clearly appropriate and showing no misreading of the text.

Three marks should be awarded for an answer which, in spite of error or some misreading of the text, offers some evidence of appropriate inferencing skills.

(Zero marks should be awarded for an answer which simply supplies information from the text with no attempt to draw inferences.)

6. Translation into English

The translation into English is awarded 20 marks. The text for translation will be divided into 10 sense units. Each sense unit is worth 2 marks, which will be awarded according to the quality and accuracy of the translations into English. In assessing the candidate's performance, the descriptions detailed below will be used. Each sense unit will be awarded one of the marks shown.

UNIT 1

TEXT	Accept (2)	(1)	Reject (0)
<p>Pourtant, toutes les enquêtes sociologiques montrent</p> <p>Pourtant</p> <p>les enquêtes</p> <p>sociologiques</p> <p>montrent</p>	<p>Yet all the sociological surveys show</p> <p>However</p> <p>And yet</p> <p>Despite that</p> <p>Nevertheless</p> <p>studies</p> <p>inquiries</p> <p>investigations</p> <p>(studies by) by sociologists</p>	<p>sociologic</p> <p>social</p>	<p>worries</p> <p>go up</p> <p>escalate</p>

UNIT 2

TEXT	Accept (2)	(1)	Reject (0)
<p>que les Français se marient plutôt dans le même milieu-</p> <p>se marient plutôt</p> <p>dans le même milieu</p> <p>milieu</p>	<p>that the French tend to marry people from the same social background</p> <p>generally/mostly/typically/on the whole/ for the most part marry/get married more often marry prefer to marry would sooner/rather marry</p> <p>someone from the same background within the same background into the same background</p> <p>milieu social environment social circles social class</p>	<p>marry rather rather marry often marry marry more or less omission of <i>plutôt</i></p> <p>from the same background (without people/someone) in the same background</p> <p>environment circle of people in the same group from the same circles from the same social status</p>	<p>marry early only marry marry instead</p> <p>situation medium middle area</p>

UNIT 3

TEXT	Accept (2)	(1)	Reject (0)
<p>les trois quarts des couples sont de même origine et de même groupe social.</p> <p>les trois quarts</p> <p>sont de même origine et de même groupe social</p> <p>groupe social</p>	<p>three-quarters of couples are of the same (ethnic) origin and from the same social stratum</p> <p>share the same ethnic origin and are from the same ...</p> <p>are of the same origin and from the same social group</p> <p>are of the same origin ...</p> <p>social class</p>	<p>the three-quarters</p> <p>have the same origin and the same social group</p> <p>... or the same social group</p>	

UNIT 4

TEXT	Accept (2)	(1)	Reject (0)
Au contraire, les unions mixtes unissent deux individus au contraire les unions mixtes unissent individus	On the contrary, mixed marriages bring together two people by contrast however/yet on the other hand whereas mixed partnerships mixed relationships unite join together individuals	 the mixed marriages (unless repeated error) mixed unions unify	

UNIT 5

TEXT	Accept (2)	(1)	Reject (0)
<p>que tout – ou presque – devrait séparer:</p> <p>que</p> <p>tout</p> <p>devrait séparer</p>	<p>that everything – or nearly (everything) – ought to separate</p> <p>whom</p> <p>who</p> <p>should separate</p>	<p>which</p> <p>all</p>	<p>are all – or nearly all – very separate</p> <p>that should be entirely – or almost – separate</p> <p>that everything – or nearly everything – should make them separate</p> <p>who are completely – or almost completely – different</p> <p>where</p> <p>would separate</p> <p>would have to separate</p> <p>could separate</p>

UNIT 6

TEXT	Accept (2)	(1)	Reject (0)
culture, religion, couleur de peau, voire traditions culinaires. voire traditions traditions culinaires	culture, religion, skin colour, even culinary traditions. cooking traditions	indeed omission of 'voire' tradition traditional ways of cooking cookery traditions traditional cooking traditional food	to see

UNIT 7

TEXT	Accept (2)	(1)	Reject (0)
<p>Pas facile de faire accepter aux familles respectives le choix de son époux.</p> <p>Pas facile</p> <p>faire accepter aux familles respectives</p> <p>le choix de son époux</p> <p>époux</p>	<p>It's not easy to get the respective families to accept one's choice of partner</p> <p>to make the respective families accept</p> <p>to have the respective families accept</p> <p>your/one's/their chosen partner</p> <p>spouse husband or wife</p>	<p>omission of it's (take mark off once only)</p> <p>his/her choice of partner the choice of their partner</p> <p>husband wife</p>	<p>it's not easy for the respective family to accept ...</p> <p>families don't accept their child's respective choice of partner easily</p> <p>it isn't easy to accept the respective families ...</p> <p>the respective choice</p> <p>it's not easy for the families to respect ...</p> <p>it's not easy to accept the respective families' choice ...</p> <p>it's not easy to do ...</p>

UNIT 8

TEXT	Accept (2)	(1)	Reject (0)
<p>Pas facile non plus de renoncer à ses habitudes alimentaires.</p> <p>Pas facile non plus</p> <p>ses habitudes alimentaires</p>	<p>Nor is it easy to give up one's eating habits</p> <p>Neither is it easy</p> <p>your eating habits your dietary habits their eating habits the food you're accustomed to</p>	<p>It's also not easy</p> <p>your diet eating habits (without one's/your) your food habits your diet habits his/her (unless repeated error) change your way of eating</p>	<p>omission of <i>non plus</i> it isn't easier it's even less easy nor is it more easy it is no longer easy it's no more easy it's not easy any more</p> <p>for him to give up his usual eating habits your daily habits their usual groceries</p>

UNIT 9

TEXT	Accept (2)	(1)	Reject (0)
<p>Pas facile, surtout, de respecter les croyances religieuses de l'autre.</p> <p>Pas facile, surtout</p> <p>les croyances religieuses de l'autre</p>	<p>Above all, it's not easy to respect the other person's religious beliefs</p> <p>It's especially not easy It's not easy especially It's especially hard</p> <p>the religious beliefs of the other (person) the other partner your partner's religious beliefs</p>	<p>It's not easy overall</p> <p>of another (person) of each other each other's</p>	<p>of others</p>

UNIT 10

TEXT	Accept (2)	(1)	Reject (0)
<p>Selon le psychanalyste Malek Chebel, ces unions sont toujours très intenses: «Ça passe ou ça casse...»</p> <p>le psychanalyste</p> <p>ces unions</p> <p>toujours</p> <p>intenses</p> <p><i>Ça passe ou ça casse...</i></p>	<p>According to the psychoanalyst Malek Chebel these partnerships are always very intense: ‘It’s (a case of either) make or break’.</p> <p>psychoanalyst (without the)</p> <p>these marriages these unions</p> <p>it’s a case of boom and bust they sink or they swim (any other appropriate phrase that translates the idea)</p> <p>more literal translations e.g. they succeed or they fail, they work or they break up/down it works or it fails</p>	<p>still often</p> <p>tense</p> <p>it either makes or breaks them it makes you or breaks you</p> <p>it works or breaks</p>	<p>it passes ... that spends or that breaks</p>

[END OF MARKING INSTRUCTIONS]